Presentation Rubric

**Researching and Creating a Presentation:**

* Interest – student’s excitement about the topic was apparent as he/she were clearly an expert on the topic.

**Deficient Limited Acceptable Exemplary**

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* Sources – student used reliable websites, books, articles, etc. while researching and listed each source in the works cited page.

**Deficient Limited Acceptable Exemplary**

* Argument – a clear and persuasive argument is present throughout the presentation.

**Deficient Limited Acceptable Exemplary**

* Visual – accompanying visual added to the presentation and did not subtract from the presentation. Text was not overwhelming and pictures were appropriate.

**Deficient Limited Acceptable Exemplary**

* Support – adequate support accompanied the argument and fit within the time frame.

**Deficient Limited Acceptable Exemplary**

**Researching and Creating a Presentation:**

* Delivery – takes speed, volume, vocal pauses (uh, umm, like), and overall delivery of message into account.

**Deficient Limited Acceptable Exemplary**

* Interaction – student maintained eye contact and interacted with the audience.

**Deficient Limited Acceptable Exemplary**

* Use of the Visual and Notes – student used the visual and notes to enhance the presentation and not as a “crutch.”

**Deficient Limited Acceptable Exemplary**

* Body language – nonverbal communication hinted at a student’s comfort with the material.Action Student stood upright, avoided distracting and awkward hand motions, smiled and sent the message that he/she was prepared.

**Deficient Limited Acceptable Exemplary**

* Balance – student adequately balanced the seriousness of the presentation (humor v. gravitas).

**Deficient Limited Acceptable Exemplary**